

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Definition of Reading

According to Nur et al (in Sofyan et al., 2021) state that reading is a linguistic ability that requires interaction with text in order to acquire meaning and obtain information from written text. To comprehend a text, students must be able to analyze and interpret it, as well as understand the author's point of view. Students should master reading skills, including pre-reading, reading, comprehension, analysis, and interpretation. Students struggle to develop reading skills by focusing solely on the author's material.

Reading is a complex cognitive process, where the reader not only mechanically recognizes words, but also connects prior knowledge with new information from the text. This process involves the ability to grasp deeper meanings, make inferences, as well as draw conclusions based on the text read. In addition, reading also requires an understanding of cultural, social and historical contexts, which influence the way texts are understood. With broader experiences and knowledge, readers can explore deeper meanings, enrich their insights, and form a more critical worldview. Thus, reading is not just a passive activity, but an active one that enriches cognition and broadens understanding of the world (Ali 2022).

In conclusion, reading is a complicated activity that involves more than just word recognition. It entails engaging with the text in order to derive meaning, link with existing information, and interpret the author's goal. To properly comprehend a text, students must master the phases of reading, which include pre-reading, comprehension, analysis, and interpretation.

2.1.2. Students' ability in reading

One of essential ability that is crucial to the teaching and learning process is reading comprehension. In addition to having to do with understanding the material being read, it plays a significant role in students' academic growth across a range of subjects. Some experts believe that reading proficiency is crucial to pupils' academic achievement in elementary school and beyond. According to (Ali 2022), found that early reading proficiency had a significant impact on pupils' future academic achievement. Students with strong foundational reading skills will have an easier time understanding language. Additionally, a student that able to think critically and analytically is linked to their reading proficiency. Reading proficiently helps students examine information, recognize key concepts, and draw relevant conclusions from the content they read.

(Balan, Katenga, and Simon 2019) highlighted in their recent study that effective reading abilities have a significant impact on students' academic progress, particularly in secondary education. They point out that pupils who struggle with reading early on suffer greater obstacles in lessons because so much of the content is presented through text. As a result, it is critical for educators to provide adequate support for kids with reading issues so that they can achieve their full academic potential. According to (Maslina, Rahmi, and Mulyani 2020), reading skills are not only text comprehension but are strongly related to students' confidence in participating in academic activities. Students with strong reading skills tend to feel comfortable participating in class discussions, asking questions and completing projects that demand advanced literacy skills. Zhang and Wang (2020) support this idea, claiming that high reading skills are not only advantageous in academic settings, but also contribute to the development of students' social and emotional skills. They emphasize that students who are proficient readers have greater opportunity for

collaborative learning because they can easily communicate their understanding and comments about the materials they read.

In conclusion, reading comprehension is essential for academic success across various subjects. Strong reading skills, particularly in early education, significantly impact students' ability to understand content, think critically, and participate confidently in academic activities. Students with proficient reading abilities are better equipped to engage in collaborative learning and overcome academic challenges, especially in high school level. Therefore, fostering reading proficiency is crucial for both academic achievement and the development of social and emotional skills.

2.1.3. Definition of Reading Aloud

Reading aloud is the activity of reading a text aloud to others. It is commonly utilized in educational settings, especially to help students improve their reading, text comprehension, and speaking abilities. Over time, many researchers have proposed various findings and theories addressing the benefits and definitions of reading aloud. According to (Sofyan et al. 2021) say that reading aloud involves voicing the text and using appropriate words and tone to enhance vocabulary and improve pronunciation. Reading aloud enhances pupils' comprehension, vocabulary acquisition, pronunciation, confidence, and enjoyment of the learning process.

According to Mckeown and Gentilucci (in Sofyan et al., 2021), reading aloud is a tool for assessing cognitive reading and reading skill ability. Reading aloud helps kids develop their reading abilities and comprehension. Creating a positive classroom environment is crucial for good teaching and reading. Reading aloud is beneficial as it requires feedback from both students and teachers to understand the text. Reading aloud helps kids enhance their reading skills. The readings aloud approach aims to increase pupils' comprehension, analysis, and interpretation skills. It increases pupils' comfort and

drive to improve their reading skills, including pronunciation and self-confidence. It creates a positive classroom environment and enhances student engagement throughout teaching and learning activities. Additionally, this method can help pupils gain knowledge about the book (Sofyan et al. 2021)

To summarize, reading aloud is an effective instructional practice that improves students' reading abilities, comprehension, vocabulary, pronunciation and confidence. It promotes a positive classroom climate, stimulates student engagement, and provides opportunities for feedback, all of which contribute to improved cognitive reading abilities. Reading aloud allows students to obtain a deeper grasp of texts while also developing critical abilities for analysis and interpretation, which contributes to their general academic improvement.

2.1.4. Components of Reading Aloud

There are five components of reading aloud (Sandy and Muliawanti 2020) namely,

1. Pronunciation

Pronunciation refers to the capacity to pronounce words correctly using the target language's phonological norms. Correct pronunciation aids in the successful communication of meaning and improves listener clarity when reading aloud. Poor pronunciation frequently lowers the listener's comprehension of the content being read. Pronunciation is a crucial feature of oral communication that includes articulation, stress, and vowel and consonant pronunciation. Training in pronunciation can assist foreign language learners in overcoming phonological difficulties in their native language.

2. Intonation

Intonation is the tone pattern of one's voice when reading or speaking, and it is vital in conveying emotion, intent, and word

structure. Correct intonation when reading aloud aids listeners' comprehension of the text's meaning by identifying statements, questions, and emotional expressions. Intonation is vital not only for speech intelligibility but also for oral communication's attraction. The use of suitable intonation when reading aloud helps listeners focus on the content of the text being conveyed.

3. Punctuation

Punctuation in reading aloud refers to the use of punctuation marks in written text to guide the reader in how to express the words and phrases when spoken. Punctuation marks, such as commas, periods, question marks, exclamation marks, and others, indicate pauses, inflections, tone, and emphasis in speech, helping to convey the meaning of the text more clearly and effectively when read aloud.

4. Fluency

Fluency is one of the most important indications of success in learning to read. Repeated reading exercise and adequate text exposure can help to considerably improve fluency. Fluency refers to the capacity to read a text with ease, continuous rhythm, and without noticeable pauses or errors. Fluency also includes the ability to read at a suitable tempo that is neither too fast nor too sluggish. Students who can read fluently can concentrate on text comprehension rather than word pronunciation.

5. Reading Comprehension

Reading comprehension is a complicated process including interactions between the reader, text, and context. Reading aloud with understanding allows readers to more effectively deliver messages to their audience. Comprehension is the ability to grasp the meaning of the text that has been read. Comprehension in reading aloud entails deciphering word meanings, sentence relationships, and grasping the entire context. Without

comprehension, reading is merely a mechanical activity with no communication value.

6. Pacing

Increase pacing, readers should be taught to notice natural gaps in the text, such as punctuation. Pacing is the ability to control the tempo of reading such that the content is presented clearly and interestingly. A fast or slow tempo can impair the listener's comprehension. As a result, readers must alter their speed dependent on the intricacy of the text and the audience's requirements.

According to (Sandy and Muliawanti 2020), there are 5 components of reading aloud namely,

1. Text used in reading aloud

The first aspect of selecting texts for reading aloud is to consider the needs and interests of the students and their different backgrounds. And also consider text selection based on the teaching and learning objectives to teach each different genre.

2. Practice and Preview

It is important for teachers to practice and review the text repeatedly before class to understand and appreciate the text. In other words, the teacher first reads the text before asking students to read aloud. It is necessary to set pauses in reading to encourage students to express perspectives spontaneously during reading activities.

3. Goal Setting

Goal setting is related to the aspects to be achieved in reading activities. There is a goal of reading activities that only focuses on achieving outcomes will reduce student involvement in reading activities because students are more focused on what will be achieved rather than the meaning of the text.

4. Reading Fluency

Fluency in reading English texts is the key to a successful read aloud. Fluency needs to be practiced repeatedly to minimize pronunciation errors.

5. Animation and Expression

Another important aspect to consider in applying reading aloud is animation and expression. Practice animation and expression by changing their voice, using a variety of movements, body language and gesture.

Based on theories above, can conclude the components of reading aloud can be categorized into two main aspects: reading performance and instructional support. Reading performance includes pronunciation, intonation, punctuation, fluency, comprehension, and pacing, all of which contribute to clear and expressive oral reading. Instructional support involves selecting appropriate texts, practicing and previewing, setting goals, and using animation and expression to engage listeners. These components show that reading aloud is not only about reading correctly but also about delivering meaning effectively through preparation, expression, and understanding.

2.1.5. Benefits of Reading Aloud

Mehmood et al (in Cárdenas Sánchez et al., 2022) study found that reading aloud increased pupils' enthusiasm in studying. The Reading Aloud technique is more effective since students showed improved reading comprehension. Furthermore, students thought that this method was beneficial since it allowed them to understand unknown phrases and boost their confidence. Reading aloud also helps pupils with pronunciation, intonation, and sound articulation. This study indicates that students acquire reading skills through fluency, word recognition, and comprehension.

According to (Senawati et al. 2021) there are seven benefits of reading aloud, namely :

a. Improving Vocabulary

Vocabulary is essential for language competency as it helps students understand written and spoken texts. Reading aloud positively impacts children's vocabulary because the teacher's clear speaking style improves sentence recognition and memory, allowing them to recall prior knowledge and learn new words.

b. Caring for Pronunciation

Reading aloud also provides opportunity for students to practice reading aloud to children should provide opportunities for students to become readers, through pronunciation and developing other skills. Alternating turns of reading between the teacher and students will allow between teacher and student will allow the teacher to detect problems in students' pronunciation and assess students' fluency

c. Cultivating Comprehension

Comprehension plays an important role reading aloud provides a moment for students to let the information they hear sink into their minds for students to let the information they hear sink into their minds. This process is important because this is where students make connections between the pieces of information they hear and between the new information and their prior knowledge, creating an understanding that becomes the foundation of their understanding.

d. Training Listening Skill

Reading aloud can be an excellent activity to hone listening skills. Listening to the teacher talk in English helps children become acclimated to hearing and understanding the language.

e. Developing Reading Skills and General Literacy

Reading aloud builds a solid basis for future reading development. Reading aloud is a simple activity that encourages students to participate and develop literacy skills.

f. Stimulating Speaking, Communicative, and Writing Skills

Using the dialogic process during question and answer sessions helps improve students' speaking skills. By listening to the teacher's reading, students can gain confidence in answering questions. Instead of reading aloud, students might engage in writing exercises to improve their skills.

g. Constructing Motivation and Critical Thinking Skill

Teacher-led reading aloud can boost student reading motivation. The teacher begins the reading assignment with a simple story that just asks students to listen. It can introduce a unique twist. And then, the teacher's interaction during reading aloud can prompt students to think critically. When the teacher comments and encourages students to voice their opinions, they build their arguments by connecting textual data to their personal experiences.

Based on theories above, can conclude that reading aloud have many benefits. It not only increases their enthusiasm and confidence but also improves reading comprehension, vocabulary, pronunciation, and fluency. The process allows students to make connections between new information and prior knowledge, aiding in comprehension and critical thinking. Additionally, it promotes listening skills, literacy development, and communicative abilities. By engaging students in reading aloud sessions, teachers provide opportunities for active participation, stimulate motivation, and encourage critical reflection, all of which contribute to a more comprehensive and effective learning experience.

2.1.6. Factors that influenced reading aloud

There are five factors that influenced reading aloud According (Balan et al. 2019) namely:

1. Phonological awareness

Phonological awareness is the cornerstone of reading ability because it enables kids to comprehend the relationship between letters and sounds. One of the most important aspects influencing reading aloud is phonological awareness, or the capacity to detect and manipulate linguistic sounds. Students with good phonological awareness can pronounce words correctly, which leads to fluency when reading aloud.

2. Vocabulary Knowledge

Good vocabulary has a substantial impact on reading aloud, as kids who comprehend the meaning of the words in the text are more fluent and confident readers. Vocabulary mastering is important in reading aloud because kids with a large vocabulary can overcome difficulty understanding and pronouncing words in the text.

3. Motivation and Confidence

Students' ability to read aloud is affected by their motivation and confidence. Students who feel driven and confident are more likely to perform well in reading because they are willing to take risks while pronouncing difficult words. Intrinsic motivation is critical in reading learning because motivated students enjoy and actively participate in reading practice.

4. Intonation and Expression Skills

Intonation and expression skills are essential while reading aloud because they assist pupils better convey the meaning of the text. This aspect includes mastering tone, emphasis, and pauses when reading. Proper intonation not only increases reading clarity but also allows listeners to grasp the emotion and intent of the text being read.

5. Learning Environment

A supportive learning environment, such as teacher guidance and peer support, can influence the ability to read aloud. A positive environment can increase students' confidence in reading. Interactive learning environments, such as group-based learning, help students feel more comfortable and improve their reading skills.

Meanwhile (Sujariati 2024) said that are two factors that influenced the students' reading aloud namely,

1. Internal Factors

The internal factors that are meant are the factors from the students themselves that make them feel anxious when reading aloud. The internal factors such as fear of making errors, lack of self-confident and high expectations. In some situations, students are afraid that they will make mistakes in pronunciation errors when reading aloud in front of peers. When reading in front of peers, anxiety will be triggered unconsciously

2. External Factors

External factors such as unknown vocabulary, unfamiliar topics, and unfamiliar culture are factors that cause students to read aloud less.

Based on the theories above can conclude that factors influencing students' reading aloud ability can be categorized into two main groups: internal and external factors. Internal factors include phonological awareness, vocabulary knowledge, motivation and confidence, as well as students' anxiety, fear of making mistakes, and lack of self-confidence. These are related to the students' psychological and linguistic readiness. Meanwhile, external factors consist of intonation and expression skills, the learning environment, unfamiliar vocabulary, unfamiliar topics, and unfamiliar culture. These involve aspects outside the students that affect their reading

aloud performance. Thus, both internal and external factors play an essential role in shaping students' ability to read aloud effectively.

2.1.7. Techniques for Teaching Reading Aloud

According to (Cárdenas Sánchez et al. 2022), techniques for reading aloud can be used both in and out of class. It will depend on how the class is organized. Some authors suggest that the teacher read aloud as students follow the text, but there is also an alternative for pupils to practice this technique alone. It will depend on the instructional objectives. Teachers must carefully select the materials and decide whether they wish to read to their pupils or have them read aloud.

In addition, Jacobs (in Senawati et al., 2021), outlines guidelines for the teacher in teaching reading aloud To make the reading aloud process more effectively, namely :

- a. To begin reading aloud, choose a text that is appropriate for the students' interests and cognitive level. Selecting appropriate literature is crucial for engaging students in reading aloud. Consider the student's preferred topic and the appropriate text level for the teacher to read to them. The teacher has settled on a specific text.
- b. The next stage of reading aloud is to perform a prelude. The teacher introduces the work by reading the title and author. The teacher asks questions to assist students recollect prior information and comprehend the text. The beginning builds pupils' expectations, creating suspense in their thoughts. Maintaining student engagement when reading aloud is vital.
- c. After the prelude engages the students, the teacher can begin reading the text. Tips for reading the story should be abundant. To engage students, consider summarizing, stressing slow portions, paraphrasing new vocabulary, and halting at interesting points to

elicit responses, questions, remarks, and connections. Encourage cooperation and critical thinking.

Based on Lane and Wright (in Senawati et al., 2021) highlight three key factors teachers should consider when using reading aloud in the classroom. Reading aloud should keep the kids' attention on the text. Thus, the teacher must develop text-related questions in order to foster interactive discussion and allow pupils to thoroughly comprehend the material. The second aspect is reading material. The book that the instructor will read must be appropriate for the lesson's aims in order to support overall learning objectives. Finally, the third aspect is that the reading activity must be undertaken in a dialogic manner. To avoid distractions, the teacher can encourage pupils to participate in the reading aloud activity. Reading aloud helps students understand the importance of reading in the teaching-learning process and how it contributes to future knowledge.

In conclusion, reading aloud is a versatile and effective teaching technique that can be adapted to various classroom settings and instructional objectives. Teachers must carefully choose texts that match students' interests and cognitive levels, and engage them through strategic pre-reading activities and interactive reading sessions. By incorporating elements such as summarizing, paraphrasing, and fostering critical thinking, teachers can create an engaging and dynamic learning environment. Additionally, maintaining student focus, selecting appropriate materials, and encouraging dialogue are key factors in ensuring the success of reading aloud activities. When implemented thoughtfully, reading aloud enhances student comprehension, participation, and motivation, playing a vital role in language development and future learning.

2.1.8. Assessment of Reading Aloud

Based on (Ekaningsih, 2022) there is a rubric is used to assessing the students ability in reading aloud.

Tabel 2.1 Read-aloud Rubric

Category	Excellent (5)	Good (4)	Fair (3)	Poor (2)
Pronunciation and Clarity	All words were pronounced correctly and spoken clearly.	Most of the words were pronounced correctly and spoken clearly (1-2 errors)	Words were spoken clearly, some words mispronounced (3-4 errors)	Words were difficult to understand, Most words were struggling or mispronounced (+5errors).
Fluency	Use an appropriate reading speed. There are no lapses, hesitation, or wavering in the pace. Punctuation pauses are present.	Use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time. (2-4 errors)	Use an appropriate reading speed most of the time. There are some lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time. (4-6 errors)	The reader rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume	The intensity of the voice is clear and audible all through the reading. No fluctuations are perceived.	The intensity is clear and audible most of the time (1-2 errors)	The intensity is somewhat clear and audible but some words or sentences are barely imperceptible. (2-4 errors)	The volume is not in the audible range, and many words or sentences are barely imperceptible (+5 errors)
Intonation with Expression	The student keeps the required tones. Does not overdo it or exaggerate. Does not monotone or artificial.	Adequate tone most of the time. Does not overdo it or exaggerate.	Adequate tones some of the time. Occasionally does sound monotone, artificial or exaggerate.	Rarely adequate tone. Does sound monotone, artificial or exaggerate.

Source: (Ekaningsih 2022)

The read-aloud rubric proved effective for high school students. The rubric's evaluation statement, students can improve their reading skills by being evaluated on their entire reading experience and understanding the results.

2.2. Previous Research

In writing this thesis, the researcher considers several previous studies that are relevant to this research, these are:

1. Panjaitan et al. (2023) entitled “The Effect of Reading Aloud on the Students' Ability in Reading Comprehension” The results showed that the reading aloud strategy had a positive impact in improving students' understanding of texts, especially narrative texts. Through the implementation of this strategy, students become more involved in the learning process, more focused on the content of the reading, and are helped in practicing pronunciation, intonation, and appreciation when reading. This study reinforces that reading aloud can be an effective method in improving students' reading comprehension skills in the classroom.
2. Santhi (2022) entitled “Reading Aloud Activities in Enhancing Students' Reading Literacy Skills in Young Learners' Online Learning” The results showed that reading aloud activities not only improved students' reading skills, but also fostered their interest in reading as a whole. The response from the students' parents was also very positive; they considered that this activity was able to make their children more motivated, creative and understand the content of the story better. Therefore, reading aloud is seen as an effective and fun strategy to support the development of reading literacy, especially for early learners in the distance learning era.
3. Safitri (2024) entitled “An Analysis of Students Reading Comprehension on Students Reading Aloud Activities at the XI Grade of MAN 1 Solok Selatan” The results showed that students' reading comprehension was in the medium category. The findings also showed that when reading aloud, students seemed less confident, confused, and still faced difficulties in understanding the content of the text. Based on reading comprehension indicators such as stated details, implied details, reference words, and vocabulary in context, language features, and generic structure, most students showed a moderate level of mastery. Factors such as limited

vocabulary, lack of varied learning strategies, and anxiety when reading in public become obstacles in achieving optimal reading comprehension.

The difference in the research conducted by the researcher is the focus of the research. This study assessed students' technical skills in reading aloud, such as pronunciation, intonation, fluency, and expression. Meanwhile, Panjaitan et al. (2023) and Safitri (2024) emphasized on reading comprehension, and Santhi (2022) focused more on increasing the reading interest of early childhood students in the context of online learning.

The research conducted by the researcher has some similarities with the three previous studies; all four studies discuss the importance of reading aloud activities in English language learning. All studies show that reading aloud can improve students' reading skills, both in terms of pronunciation, intonation, reading fluency, and confidence. They also highlighted the influence of internal and external factors on students' success in reading aloud, such as motivation, confidence, anxiety, and a supportive learning environment.

2.3. Conceptual Framework

The conceptual framework in this research aims to provide direction in conducting research. This is the guidelines for understanding the flow of thought so that the analysis is more systematic. In this research, the researcher chose SMP Negeri 1 Gunungsitoli as the research location, especially the English teacher as research informant. This research is motivated by the gap between expectations and reality. Based on Law No. 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. However, in reality, based on the gaps in the phenomena found by researchers and also supported by previous researchers as well as several theories that researchers have obtained, the researchers know that there are still many students who are lacking in reading, especially reading aloud. Many students in grade 8 feel

awkward or unconfident when asked to read aloud in front of the class. Students feel that fear of judgment from classmates or teachers can inhibit their participation, thus reducing the opportunity to practice. However, based on previous research and theories that researchers found, there are still many students who have difficulty in reading comprehension.

So this causes researchers to be interested in conducting research. The focus of the research carried out by researchers in this case was to analyze how the students ability in reading aloud. Therefore, researchers want to conduct research using qualitative research, especially a descriptive approach. Then, to collect data, the researcher will use an instrument in the form of an interview guide for English teachers and students. After collecting the data, the researcher will report the research results according to the actual situation in the field based on existing data without making changes or adjustments to the conditions and results of the data. Next, the researcher will analyze the data proposed by the Miles & Huberman theory, namely data condensation, data display and drawing conclusions or verification.

Furthermore, the conceptual framework "**An Analysis of Students' Ability in Reading Aloud in English at Grade VIII-A Of UPTD SMP Negeri 1 Gunungsitoli**" is described in the following scheme:

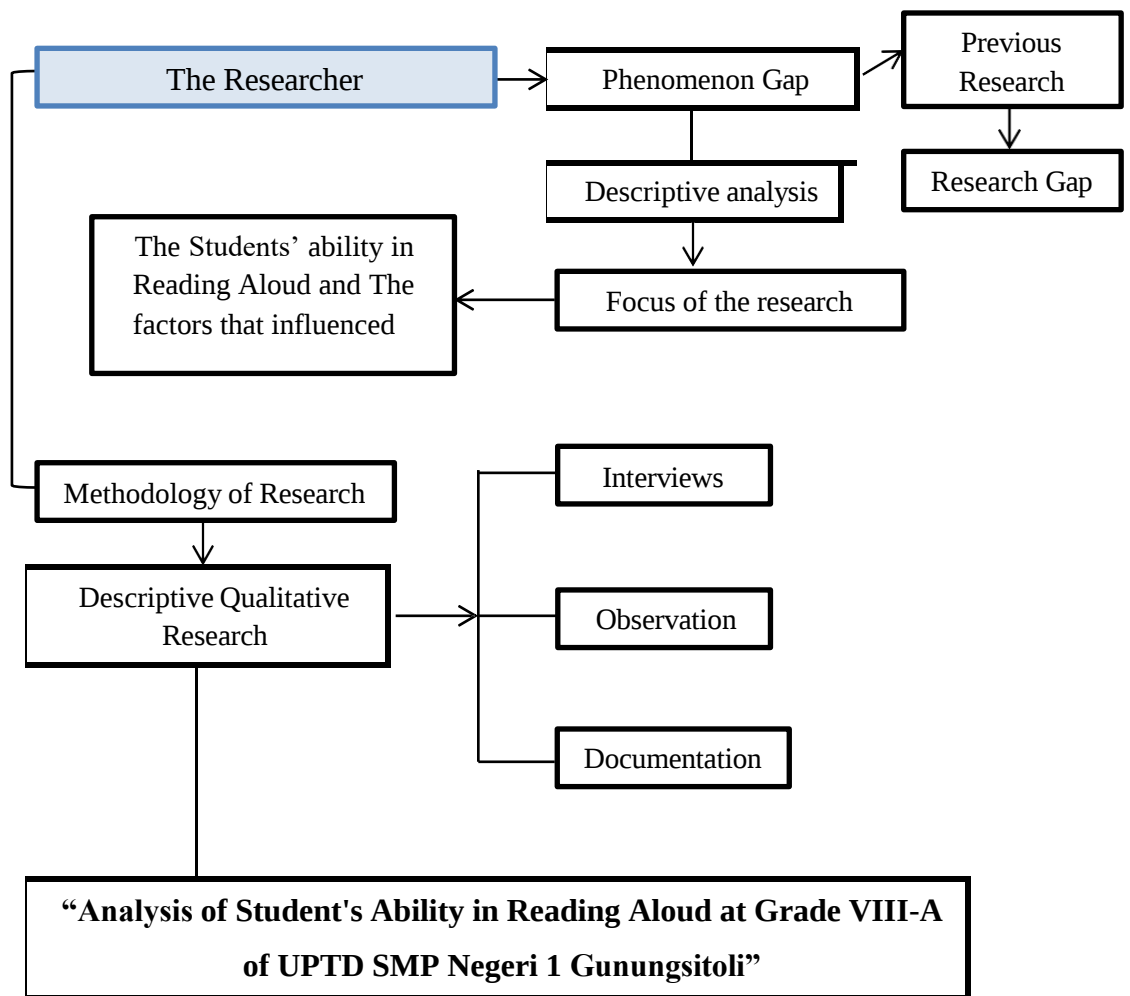


Figure 2.2 The conceptual Framework